**Art Overview**

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| **EYFS Expressive arts and design: Creating with materials**ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories. |
| **Language/ Vocabulary**; I made this train. I like the way wheels rotate. I’ve done this picture. I can see you have put lots of details in there, flowers, people, trees. I like this because… I made this… I did this… I’ve done this… |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Drawing** | Explores mark making on a sensory level., scribbles and lines are common. When prompted children begin to be able to describe their picture.  | Distinguishes between the different marks they make.Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' | Tells an adult what they have drawn or painted and can talk about the different marks they have made. Using lines to create shapes and enclosed spaces to represent objects or people.  | Able to drawcircles and squares, crosses, dots & shapes that resemble letters T, V and HHow a child&#39;s drawings at four &#39;are a clue to cleverness&#39; | Daily Mail  Online**Drawing of a person;** ‘tadpole’ people are drawn with just a head and usually legs directly attached to the head | Drawings include squares, circles and rectanglesAttempts at triangles and diamonds, although they may not be able to form them yetHow a child&#39;s drawings at four &#39;are a clue to cleverness&#39; | Daily Mail  Online**Drawing of a person;** will progress from a head with legs to include details such as eyes, since eye contact is important to them. Details such as arms, fingers and a trunk emerge | Combine two or more shapes or forms together to form basic images, such as a rectangle and a circle to form a hatDrawings begin to show some form of basic observation for example they can draw images such as animals, houses, vehicles, trees, plants, flowers and rainbows and is able to include details such as drawing a house with a door, windows, roof and chimneyHow a child&#39;s drawings at four &#39;are a clue to cleverness&#39; | Daily Mail  Online**Drawing of a person;** A portrait of a person emerges, with many details such as hair, hands and fingers, feet and a body.  |
| **Painting** | Is able to use finger paints to “dot” rather than smear. Explores paint with interest talking about texture and amount.  | Uses large paintbrush to add colour to a template with control.  |  Creates recognisable simple representations with paint Knows that paint needs to dry and puts their artwork on the drying rack independently  | Holds a smaller paintbrush correctly (link to pencil grip)Shows some control of painting within lines on a template Washes paintbrushes when using a new colour | Copies a range of painting techniques modelled to them (printing, stippling, stamping, colour washing, marbling, specklingStarts to select own painting techniques in their artwork |
| **Colour** | Explores colour with interest. | Experiments with blocks colours and marks.  | Names and identifies colours. Use a variety of colours when painting and colouring | Selects a colour for a purpose (eg. yellow for the sun)Shows interest in colour and mixing colours to make secondary colours.  | Explores mixing colours with increasing control and observes change. Explores adding black and white to colours to make new shades and tints – comments on their observations  | Starting to remember which primary colours mix to make secondary colours |
| **Multimedia** | Participates in dough disco showing interest of the malleable materials.  | Is able to explore provided tools with playdough or clay.  | Explores stamping, cutting and printing into dough/clay Selects & uses from a variety of resources of interest for dough/clay  | Creates basic shapes in clay/dough Selects from a variety of resources for collageAdds marks and textures to dough/clay | Selects from a variety of resources for collage dependant on their size, colour and shapeCan verbalise their choices for collage and construction | Explains the process they undertook to make their creation, including the choices about resources used. |

**Two Year Overview**

**2021-2022**

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|  | **Autumn** | **Spring** | **Summer** |
| **Year 1 & 2** | **Making Skills (Procedural Knowledge)**Collage: Investigating materials and techniques.**Generating Ideas (Conceptual Knowledge)**Create a collage using a variety of materials (Science link)**Knowledge (Factual)*** Cutting, tearing, fixing techniques
* Artists
* Henri Matisse- Cut-Outs
* Andy Goldsworthy- Nature Collages
 | **Making Skills (Procedural Knowledge)**Painting: Colour mixing; use of cool/ warm colours in landscapes**Generating Ideas (Conceptual Knowledge)**Create a painting based on seasonal changes (Science link)**Knowledge (Factual)*** Colour mixing
* Landscape Art-
* Claude Monet
* Jean Metzinger
 | **Making Skills (Procedural Knowledge)**Sculpture (Architecture): create models from imagination and/ or observation**Generating Ideas (Conceptual Knowledge)**Create a building that incorporates nature (eg. a ‘green’ roof) (Geography link)**Knowledge (Factual)*** Joining; decorative techniques
* Artists (Architects)
* Sir Christopher Wren
* Zaha Hadid
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| **Year 3 & 4** | **Making Skills (Procedural Knowledge)**Printing: collagraph printing**Generating Ideas (Conceptual Knowledge)**Create a collagraph print inspired by different biomes/ habitats (Geography link)**Knowledge (Factual)*** Printing techniques- collagraph
* Artists (woodblock printing):
* Katsushika Hokusai
* Utagawa Hiroshige
 | **Making Skills (Procedural Knowledge)**Textiles: batik and tie-dye**Generating Ideas (Conceptual Knowledge)**Create a tie-dyed/ batik wall-hanging inspired by water (Science link)**Knowledge (Factual)*** Artists:
* South-East Asian batik tradition
* Japanese shibori tie-dyeing
 | **Making Skills (Procedural Knowledge)**Digital Media: **Generating Ideas (Conceptual Knowledge)**Create an image in the style of Shaun Charmatz or Jason Naylor (History link)**Knowledge (Factual)*** Use graphics package to apply filters/ manipulate images
* Artists
* Shaun Charmatz
* Jason Naylor
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| **Year 5** | **Making Skills (Procedural Knowledge)**Collage: photomontage**Generating Ideas (Conceptual Knowledge)**Create a photomontage inspired by the Hubble Telescope/ Astronomy Photography of the Year images (Science link)**Knowledge (Factual)*** Use of mixed media
* Artists (Photography)
* The Hubble Telescope
* Astronomy Photography of the Year exhibition
 | **Making Skills (Procedural Knowledge)**Sculpture (3D form): clay techniques**Generating Ideas (Conceptual Knowledge)**Create a sculpture of the human figure based on an aspect of life cycles (Science link)**Knowledge (Factual)*** Clay techniques (joining, finishing)
* Artists:
* Henry Moore
* Alberto Giacometti
 | **Making Skills (Procedural Knowledge)**Textiles: painting, printing, dyeing and embroidering fabric **Generating Ideas (Conceptual Knowledge)**Create textile-art based on beliefs/ spirituality (R.E link)**Knowledge (Factual)*** Use ofpainting, printing, dyeing and embroidering techniques
* Artists:
	+ Religious art from different traditions
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| **Year 6** | **Making Skills (Procedural Knowledge)**Printing: screen printing/ combined techniques**Generating Ideas (Conceptual Knowledge)**Create a print inspired by World War II propaganda posters (History link)**Knowledge (Factual)*** Silk screen printing techniques
* Artists:
	+ World War II Propaganda Poster Art
 | **Making Skills (Procedural Knowledge)**Digital Media: image manipulation**Generating Ideas (Conceptual Knowledge)**Create a digital media image based on an aspect of pollution (Geography link)**Knowledge (Factual)*** Image manipulation
* Artists:
* Eric Johansson
* Stephen Mcmennamy
 | **Making Skills (Procedural Knowledge)**Painting: use of different techniques to express feelings/ atmospheres**Generating Ideas (Conceptual Knowledge)**Create painting based on an aspect of South America (Geography link)**Knowledge (Factual)*** Harmony/contrast; colour to express emotion
* Artists:
	+ Mexican Muralism Movement (Riviera, Siqueiros, Orozco)
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**2022-2023**

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|  | **Autumn** | **Spring** | **Summer** |
| **Year 1 & 2** | **Making Skills (Procedural Knowledge)**Printing**Generating Ideas (Conceptual Knowledge)**Create a polystyrene printing tile depicting the Great Fire of London (History link)**Knowledge (Factual)*** Use of tools to make impressions on Styrofoam
* Artists
* Xgaoc'o X'are
 | **Making Skills (Procedural Knowledge)** Textiles (Weaving): paper/ fabric **Generating Ideas (Conceptual Knowledge)**Create a simple weaving inspired by Scottish tartan designs (Geography link)**Knowledge (Factual)*** Techniques and materials used in weaving
* Artists:
* Traditional Scottish tartan designs
 | **Making Skills (Procedural Knowledge)**Digital media**Generating Ideas (Conceptual Knowledge)**Create photographs of living things (Science link)**Knowledge (Factual)*** Using a digital camera/ ipad
* Artists
	+ Carl Warner
	+ Ansel Adams
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| **Year 3 & 4** | **Making Skills (Procedural Knowledge)**Sculpture (3D form): Mayan clay masks**Generating Ideas (Conceptual Knowledge)**Create a mask inspired by the Mayans (History link)**Knowledge (Factual)*** Clay techniques for moulding, joining, surface pattern
* Artists:
* Ancient Mayan/ Aztec masks/ Pre-Columbian sculpture
 | **Making Skills (Procedural Knowledge)**Collage**Generating Ideas (Conceptual Knowledge)**Create a collage exploring light/ shadow/ reflections (Science link)**Knowledge (Factual)*** Cutting & tearing; fixing & joining; overlapping & layering
* Artists:
* Megan Coyle
 | **Making Skills (Procedural Knowledge)**Painting: graffiti- Stone Age to Banksy**Generating Ideas (Conceptual Knowledge)**Create a painting inspired by a contemporary graffiti artist (History link)**Knowledge (Factual)*** Tints, tones & shades; colour for moods
* Artists:
* Stone Age Cave Art
* Contemporary graffiti artists (Banksy, Natalia Rak, Shamsia Hassani, Minhau)
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| **Year 5** | **Making Skills (Procedural Knowledge)**Digital Media**Generating Ideas (Conceptual Knowledge)**Create an image based on conflict (History link)**Knowledge (Factual)*** Image manipulation
* Artists:
* War artists, eg. Paul Nash, Stanley Spencer
 | **Making Skills (Procedural Knowledge)**Painting**Generating Ideas (Conceptual Knowledge)**Create a painting based on biomes/ habitats (Science link)**Knowledge (Factual)*** Use of colour to express mood and feeling
* Artists:
	+ Colour Field Painting movement
	+ Frank Bowling
 | **Making Skills (Procedural Knowledge)**Printing: overlaying colours**Generating Ideas (Conceptual Knowledge)**Create a print based on an aspect of the Victorians (History link)**Knowledge (Factual)*** Methods for combining prints
* Artists:
* Karen Lederer
* Andy Warhol
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| **Year 6** | **Making Skills (Procedural Knowledge)**Sculpture (3D form/ Architecture) **Generating Ideas (Conceptual Knowledge)**Create a war memorial (sculpture/ arch) (History link)**Knowledge (Factual)*** Understanding of materials in order to choose most appropriate
* Artists:
	+ Jill Townsley
	+ Brendan Jamison
 | **Making Skills (Procedural Knowledge)**Collage: decoupage**Generating Ideas (Conceptual Knowledge)**Create a collage based on an aspect of UK land-use, eg. towns/ countryside (Geography link)**Knowledge (Factual)*** Understanding of a range of media in order to choose most appropriate
* Artists
	+ Eduardo Paolozzi
	+ Romare Bearden
	+ Peter Blake
 | **Making Skills (Procedural Knowledge)** Textiles**Generating Ideas (Conceptual Knowledge)**Create a textile-art picture using mixed techniques, e.g dyeing, applique, embroidery, etc.**Knowledge (Factual)*** Knowledge of a variety of techniques for dyeing, joining, embellishing
* Artists
* Jan Beaney
* Faith Ringgold
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